SUPPORTING TEACHING EXCELLENCE

Teacher Performance Appraisal Manual

2002

Ontario

Teacher Performance Appraisal Manual and Approved Forms and Guidelines

2002

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Une publication équivalente est disponible en français sous le titre suivant :
Guide d'évaluation du rendement du personnel enseignant comprenant les formulaires et lignes directrices approuvés, 2002.

This publication is available on the Ministry of Education's website at http://www.edu.gov.on.ca.

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Introduction

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On December 12, 2001, the Ontario government passed the Quality in the Classroom Act, 2001, which amended the Education Act. The new Part X.2 of the Act establishes performance appraisal standards and processes for boards to use in the evaluation of teachers throughout the province. The legislation and the regulations filed in March, 2002 (Ontario Regulation 98/02 and Ontario Regulation 99/02), establish the framework and mandatory requirements of the appraisal system.

The new teacher performance appraisal system was developed after careful scrutiny of various performance appraisal systems and consultation with stakeholder groups. It represents the culmination of a research and consultation process whose purpose was to ensure a "best practices" approach to teacher performance appraisal in Ontario. A thorough analysis of various performance appraisal systems was conducted by the Council of Directors of Education (CODE), PricewaterhouseCoopers and Ministry of Education staff. CODE provided an analysis of various teacher performance appraisal systems in Ontario; PricewaterhouseCoopers provided research on some "best practices" in Ontario; and ministry staff provided research on other jurisdictions, which included Alberta, British Columbia, Australia, England, New Zealand, and the United States. The ministry also examined performance appraisal systems from other professions (for example, law, nursing, and engineering) and consulted extensively with education stakeholders, including parents and students, who served on a Design Team and a Client Team.

The purposes of the performance appraisal system are:

- to ensure that students receive the benefit of an education system staffed by teachers who are performing their duties satisfactorily
- to provide for fair, effective, and consistent teacher evaluation in every school
- to promote professional growth

The performance appraisal system applies to members of teachers' bargaining units as defined in Part X.1 of the Education Act and temporary teachers. It is not applicable to occasional teachers, continuing education teachers, supervisory officers, principals, vice-principals, or instructors in teacher-training institutions. This does not preclude any board from designing a system to evaluate the performance of any employees not covered under this performance appraisal system.

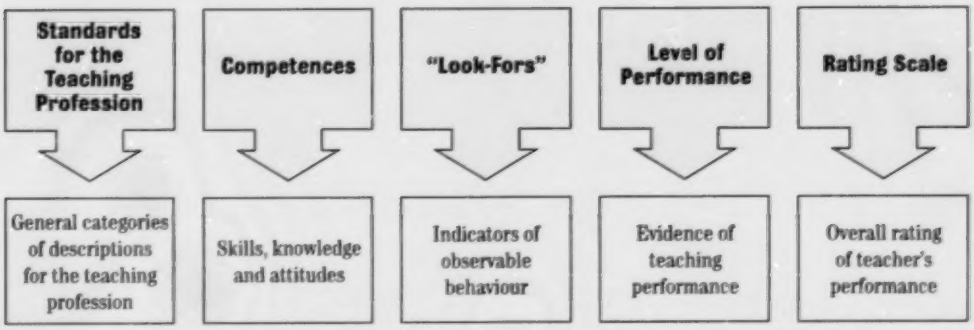
This manual describes the processes, steps to be followed, time lines to be complied with, and forms to be completed to ensure consistent and effective application of the performance appraisal system. It also describes the respective roles and responsibilities of principals, vice-principals, supervisory officers, boards, parents, students, and teachers in the performance appraisal process.

1. Performance Appraisal Framework

The new teacher performance appraisal system includes the following key elements:

- the Ontario College of Teachers *Standards of Practice for the Teaching Profession*
- a set of competency statements, based on the *Standards of Practice for the Teaching Profession*, that define the skills, knowledge, and attitudes that teachers require
- "look-fors" which indicate observable behaviours for the competencies
- a rubric describing evidence of teaching performance at each of the four levels of performance for each competency
- a rating scale that summarizes four levels of teachers' overall performance

Framework



The rest of this section presents information about each of these key elements.

Standards of Practice for the Teaching Profession and Related Competencies

The *Standards of Practice for the Teaching Profession* are descriptors for the teaching profession. They were developed by the Ontario College of Teachers using a variety of sources and resources. Information from other educational jurisdictions, both national and international, and standards of practice statements from other self-regulatory bodies in Ontario were utilized in the development process.

The process used by the Ontario College of Teachers to develop the *Standards of Practice for the Teaching Profession* provided for broad input. Members of the College and the public contributed to the development of the standards through interviews, focus groups, and written responses to questions posed on the College web site and in College publications. In addition, many participants offered feedback through email, discussion groups, writing teams, and written correspondence.

The following *Standards of Practice for the Teaching Profession* were approved by the College Council in 1999. They are available on the Ontario College of Teachers' web site – www.oct.on.ca.

Commitment to Students and Student Learning
Members of the Ontario College of Teachers demonstrate care for and commitment to students. They are dedicated in their efforts to teach and to support student learning. They treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Members of the Ontario College of Teachers assist students to become lifelong learners.

Professional Knowledge
Professional knowledge is the foundation of teaching practice. Members of the Ontario College of Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods of communication, and ways to teach in a changing world.

Teaching Practice
Members of the Ontario College of Teachers apply professional knowledge and understanding of the student, curriculum, teaching, and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection.

Leadership and Community
Members of the Ontario College of Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

Ongoing Professional Learning
Members of the Ontario College of Teachers are learners who acknowledge the interdependence of teacher learning and student learning. They engage in a continuum of professional growth to improve their practice.

Competency Statements

The competency statements are descriptions of the skills, knowledge, and attitudes that are required to meet the *Standards of Practice for the Teaching Profession*. They were developed by the Ministry of Education with input from various stakeholders in winter 2000. They are contained in Ontario Regulation 99/02 and they form the basis of the evaluation of teachers' performances.

As well as the sixteen competencies required for the evaluation of all teachers, boards can identify and use additional competencies in the evaluation of teachers employed by the board.

Commitment to Pupils[1] and Pupil Learning

Teachers:

- demonstrate commitment to the well-being and development of all pupils,
- are dedicated in their efforts to teach and support pupil learning and achievement,
- treat all pupils equitably and with respect,
- provide an environment for learning that encourages pupils to be problem-solvers, decision- makers, lifelong learners, and contributing members of a changing society.

Professional Knowledge

Teachers:

- know their subject matter, the Ontario curriculum, and education-related legislation,
- know a variety of effective teaching and assessment practices,
- know a variety of effective classroom management strategies,
- know how pupils learn and factors that influence pupil learning and achievement.

Teaching Practice

Teachers:

- use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils,
- communicate effectively with pupils, parents, and colleagues,
- conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly,
- adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources,
- use appropriate technology in their teaching practices and related professional responsibilities.

Leadership and Community

Teachers:

- collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools,
- work with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Ongoing Professional Learning

Teachers:

- engage in ongoing professional learning and apply it to improve their teaching practices.

1. In the Education Act, students are referred to as pupils.

Performance Indicators – "Look-Fors"

"Look-fors" are statements that provide concrete examples of observable behaviours that are characteristic of a particular competency. They are provided for each competency and are intended to indicate performance of the major skills, knowledge and attitudes that are expected of the teacher. They provide greater specificity and suggest tangible actions demonstrating performance of the competency. While the person conducting the performance appraisal must use these indicators (see *Appendix F: Performance Indicators – "Look-Fors"*), they are not intended to be a comprehensive statement of what to look for. A classroom lesson will not necessarily reflect all of the suggested "look-fors", but all of the "look-fors" must be taken into account in the performance appraisal.

The Observation Guide (see *Appendix G: Observation Guide*) is a tool that can be used by principals to conduct teacher performance appraisals. The guide contains the performance indicators required to be used as part of the performance appraisal process. It should be used along with the rubric (see below).

Rubric to Describe the Levels of Performance

The rubric describes evidence of teaching performance at each of the four levels of performance for each competency. While there are many factors that lead to differing performance levels, the descriptions in the rubric serve to define a teacher's performance at each level (see *Appendix H: Rubric to Describe the Levels of Performance*).

Rating Scale

To provide necessary feedback for growth, the teacher's overall performance must be rated. To allow the principal to rate a teacher's performance fairly, the competencies must be assessed and an overall teacher performance rating assigned with reference to the rating scale provided. The rating scale includes four levels of teacher performance:

- *Exemplary:* Performance that consistently exceeds the expectations for the set of competencies.
- *Good:* Performance that consistently meets the expectations for the set of competencies.
- *Satisfactory:* Performance that does not always meet all the expectations for the set of competencies. Performance should be improved.
- *Unsatisfactory:* Performance that does not meet expectations for the set of competencies. Performance must be improved.

2. Scheduling Requirements for Teacher Performance Appraisals

The information that follows is a summary of the requirements of the legislation related to teacher performance appraisal. More details can be found in Part X.2 of the Education Act, and in Ontario Regulations 98/02 and 99/02 (see website www.e-laws.gov.on.ca).

Frequency

The legislation requires that each experienced teacher be placed on a three-year cycle for evaluation. Teachers who are new to the profession or new to a board must be evaluated in each of the first two years of employment with the board.

Teachers Continuously Employed by a Board

Each teacher continuously employed by a board must have an evaluation year in every three-year period. During his or her evaluation year, the teacher must be evaluated at least twice. As long as the teacher continues in the employ of that board, two years must elapse between evaluation years. However, a principal may choose to also conduct, and a teacher may request, a performance appraisal during a non-evaluation year.

Note that if a teacher is teaching for only one semester during a year that is scheduled as his or her evaluation year, all required performance appraisals must be conducted in that semester.

The principal assigned to the school to which the teacher is assigned must conduct the performance appraisals in the teacher's evaluation year unless this responsibility is delegated to the school's vice-principal. Under certain circumstances a supervisory officer can also act for the principal (see section 277.17(2) of the Education Act). The Act also makes provision for the delegation of a supervisory officer's duties and powers under certain circumstances (section 277.18).

Teachers New to a Board or New to the Profession

A teacher is considered to be new to a board for the first twenty-four months following his or her being hired as a teacher by the board.

A teacher is considered to be new to the profession during the first twenty-four months following his or her being hired by a board when the teacher has never been employed as a teacher by a board or in an educational institution operated by the government of Ontario.

Boards must ensure that each teacher who is new to a board and/or new to the profession has at least two performance appraisals in each of the first and second twelve-month periods that make up the teacher's first twenty-four months with the board (a minimum of four appraisals).

The three-year performance appraisal cycle for a teacher begins when the teacher ceases to be new to a board or new to the profession, after the teacher's first twenty-four months of employment with a board.

Additional Performance Appraisals

If the principal of a school considers it advisable to do so, he or she may conduct performance appraisals of a teacher assigned to that school in addition to those required. While the performance appraisal system legislates a minimum number of appraisals, these requirements are not intended to interfere with the principal's discretionary right to conduct additional appraisals, as long as there is consistency with the requirements of the Act and its associated regulations, guidelines, rules, and policies.

Except during a teacher's evaluation year, a teacher may also request a performance appraisal in addition to those required. The principal assigned to the school to which the teacher is assigned must ordinarily grant the teacher's request. However, the principal may refuse to conduct a requested performance appraisal if he or she is of the opinion that it is unlikely that the performance appraisal will lead to improvement in the teacher's performance.

Provisions Where a Teacher Is Seconded to Another Board

When a teacher is seconded to another board, the teacher's scheduled evaluation year remains the same. The board the teacher is seconded from must advise the board the teacher is seconded to of the teacher's position in his or her three-year appraisal cycle, and that board must ensure that all performance appraisals of the teacher are completed during his or her secondment to that board.

If the performance appraisal of a seconded teacher results in an overall performance rating that is exemplary, good, or satisfactory, the teacher remains on the same three-year cycle when that teacher returns to his or her original board. However, if a performance appraisal of a seconded teacher results in an unsatisfactory overall performance rating, the following rules apply:

- the secondment agreement is terminated
- the performance appraisal is deemed not to have been conducted except for the purposes of terminating the secondment agreement
- the board to which the teacher returns must ensure that a performance appraisal of the teacher is conducted within sixty school days of the teacher's return
- the performance appraisal cycle continues as if no secondment had taken place

Effect of Certain Absences on the Evaluation Cycle

When a board schedules its teachers for performance appraisal according to a three-year cycle, the following time periods must not be counted as part of the cycle:

- a year in which the teacher does not teach at any time in a school governed by the board
- the time in the evaluation year when the teacher is on an extended leave that has been approved by the board
- a period when the teacher is on secondment to a non-teaching position with another board
- a period when the teacher is on secondment to a teaching position outside the Ontario public education system

Timing of Appraisal When a Teacher Returns From an Extended Leave

If a teacher is on an extended leave during all or part of a year that is scheduled as an evaluation year, any performance appraisal that would otherwise be carried out during that period must be conducted within sixty school days following return from the leave.

Delegation by Principal to Vice-Principal

The principal assigned to the school to which the teacher is assigned must conduct the performance appraisals in the teacher's evaluation year unless this responsibility is delegated to the school's vice-principal. Under certain circumstances a supervisory officer can also act for the principal (see section 277.17(2) of the Education Act). The Act also makes provision for the delegation of a supervisory officer's duties and powers under certain circumstances (section 277.18).

Impact of the Absence of a Principal or Supervisory Officer

When a principal is absent and unable to perform his or her appraisal obligations, the appraisal cycle of the teacher is unaffected. The legislation makes provision for the principal's obligations to be carried out by a supervisory officer under these circumstances. Similarly, where a supervisory officer is absent, the legislation makes provision for those duties to be carried out by another supervisory officer.

Whether or not the teacher is appraised by the same or different individuals at different stages of the appraisal process, the results of each appraisal are considered valid.

3. Parental and Student Input – Requirements for Survey Design, Collection, and Use

The performance appraisal requirements set out in Part X.2 of the Education Act and Ontario Regulation 99/02 specify that parental and student input must be taken into account in the performance appraisal of the teacher. This input, which is to be provided through surveys of both parents and students addresses only some aspects of the teacher's performance. The types of input, how it will be gathered, and the ways in which a principal will use the information are specified below.

Beginning with the 2002–2003 school year, at the time that they are scheduled for implementation of the system, all boards must develop an annual written parent survey to gather information about each teacher. The survey is to be administered to parents of all students in each school. Boards must also develop an annual student survey to be given to each student in a grade 11 or 12 course or Ontario Academic Course (OAC).

When the board develops its surveys, it must do so in consultation with the board's school councils, principals, the Special Education Advisory Committee, and interested parents, students, and teachers.

The parent survey must ask for parental input on each teacher of each child of the parent and the parent's level of satisfaction with communication between the parent and the teacher about the child's learning and progress. The student survey must ask each student who is in a grade 11 or 12 course or OAC course about the communication with their teachers and whether each teacher effectively promotes student learning. It is the responsibility of the board to make sure that the survey information is made available to principals for their use in teacher performance appraisals and that it is used appropriately.

The responses that parents and students provide through the surveys must not be used for any purpose other than a performance appraisal of the particular teacher about whom the parent or student has provided input. As well, the responses must not be disclosed to any person other than the principal, the teacher to whom the responses relate, the appropriate supervisory officer, and the appropriate board, except as permitted under Ontario Regulation 99/02.

At the request of a parent or student, a principal must remove any words or names that would identify the parent or student from a document before providing a copy to the teacher. During the performance appraisal process the teacher has an opportunity to review the input and respond to the principal.

The input received from parents or students cannot be the sole factor in a teacher receiving an unsatisfactory rating or for the recommendation that a teacher's employment be terminated.

For further information about the procedures for using the parental and student input during the teacher's performance appraisal, see *Section 4 – Procedures Required for an Appraisal*.

Since the parent and student surveys will be conducted each year, and teachers will be on a three-year evaluation cycle, boards will need to make provisions for storage of the information.

4. Procedures Required for an Appraisal

Performance Appraisal Steps

The new teacher performance appraisal system requires consistency for it to be effective. The same procedures must always be followed. These include the following:

- a pre-observation meeting and associated procedures
- a classroom observation
- a post-observation meeting and associated procedures
- a review of parental and student input by the principal and the teacher
- the completion of a summative report including a rating of the teacher's overall performance
- the filing of records

In instances where a teacher's performance appraisal results in an unsatisfactory rating in the summative report, additional procedures are mandated (see *Section 6 – Process Following a Performance Appraisal Rating*).

In an evaluation year, a teacher's annual learning plan is addressed within the context of the performance appraisal process at both the pre-observation and the post-observation meetings (see *Section 5 – Annual Learning Plan*).

The Pre-observation Meeting

The teacher and principal must have a pre-observation meeting to prepare for the classroom observation part of the appraisal and to review the teacher's current annual learning plan. The principal and the teacher must complete the Pre-observation Meeting Form (see *Appendix C: Pre-observation Meeting Form*).

The principal and the teacher should use this meeting to ensure that the expectations for the performance appraisal are clearly understood. The principal should identify exactly what is expected during the lesson to be observed, and the teacher should describe his or her teaching plan for the classroom observation. The principal should also ensure that he or she is familiar with the teacher's background, qualifications and teaching experience, by reviewing those aspects at the pre-observation meeting.

Other purposes of the pre-observation meeting are the following:

- to develop a collegial atmosphere in advance of the classroom observation
- to learn about the unique qualities of the teacher's class of students
- to identify the student outcomes that are expected
- for the principal to explain that the teacher's performance will be assessed against the "look-fors"
- establish procedures in advance
- set the date and time for the classroom observation

The Classroom Observation

To evaluate the teacher's skills, knowledge and attitudes, as specified in the teacher competencies identified in Ontario Regulation 99/02 and any additional competencies identified by the board (see *Additional Requirements That Boards May Establish*, page 16), each performance appraisal must include at least one classroom observation. Much of the evidence for assessment will be gathered during this observation.

Note that for some of the competencies, evidence will be obtained in other ways. For example, assessment of the requirement for effective communication with parents will involve input from parents through the parent survey. Evidence that the teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school will come from sources such as those detailed in the "look-fors" (see *Appendix F: Performance Indicators – "Look-Fors"*).

For purposes of performance appraisal, each teacher must be observed in an instructional setting. With the exception of certain types of teaching assignments, the classroom observation component of the appraisal will involve a visit by the principal to the teacher's classroom. However, "classroom observation" is defined in Ontario Regulation 99/02 to address those circumstances where a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes the observation of the teacher in his or her ordinary teaching environment.

For teachers such as physical education teachers, special education teachers, or guidance counselors, this would include the gymnasium, a regular classroom where the special education teacher is working with particular students, or a guidance office, or small group setting where the teacher is interacting with students. The board must establish appropriate appraisal protocols for the assessment of teachers who are not routinely in front of students, such as curriculum consultants, using the mandated competencies and any additional competencies that the board may develop.

The Post-observation Meeting

At the conclusion of the classroom observation, the principal should analyze the lesson and determine the focus for the post-observation meeting. Since the teacher's classroom performance will be a significant factor in determining his or her overall rating, a post-observation meeting is mandatory.

The principal and the teacher must have a post-observation meeting to review the results of the classroom observation, to discuss the use of other materials that will have a bearing on the performance appraisal, to complete the Post-observation Meeting Form (see *Appendix D: Post-observation Meeting Form*), and to finalize the teacher's annual learning plan for the current year. Other materials will include parental and student input in accordance with Ontario Regulation 99/02. The post-observation meeting should be held as soon as possible after the classroom observation.

As discussed in *Section 3 – Parent and Student Input: Requirements for Survey Design, Collection and Use*, the teacher performance appraisal system requires consideration of the input received from parents and students through annual surveys. The teacher must be given the opportunity to review the input from parents and students and respond to the principal within such period of time as the principal considers reasonable in the circumstances. The principal must then consider the teacher's response.

The post-observation meeting must include discussion of other information relevant to the principal's evaluation of the teacher's competency, including parental input and student input concerning the teacher. Input pertinent to the performance appraisal received from parent and student surveys in the two years preceding the evaluation year must be discussed. This does not preclude discussion between the principal and teacher immediately following receipt of survey results or any other information each year.

During the first performance appraisal conducted in a teacher's evaluation year, the results of the current year's parent and student surveys may not yet be available. However, input received through parent and student surveys in the two preceding years must be discussed during this first appraisal. Survey results for teachers in their evaluation year must be used in the performance appraisal as soon as they become available.

Summative Report and Rating

A summative report must contain the following:

- the principal's evaluation of the teacher
- the principal's overall performance rating of the teacher
- the principal's explanation for the rating

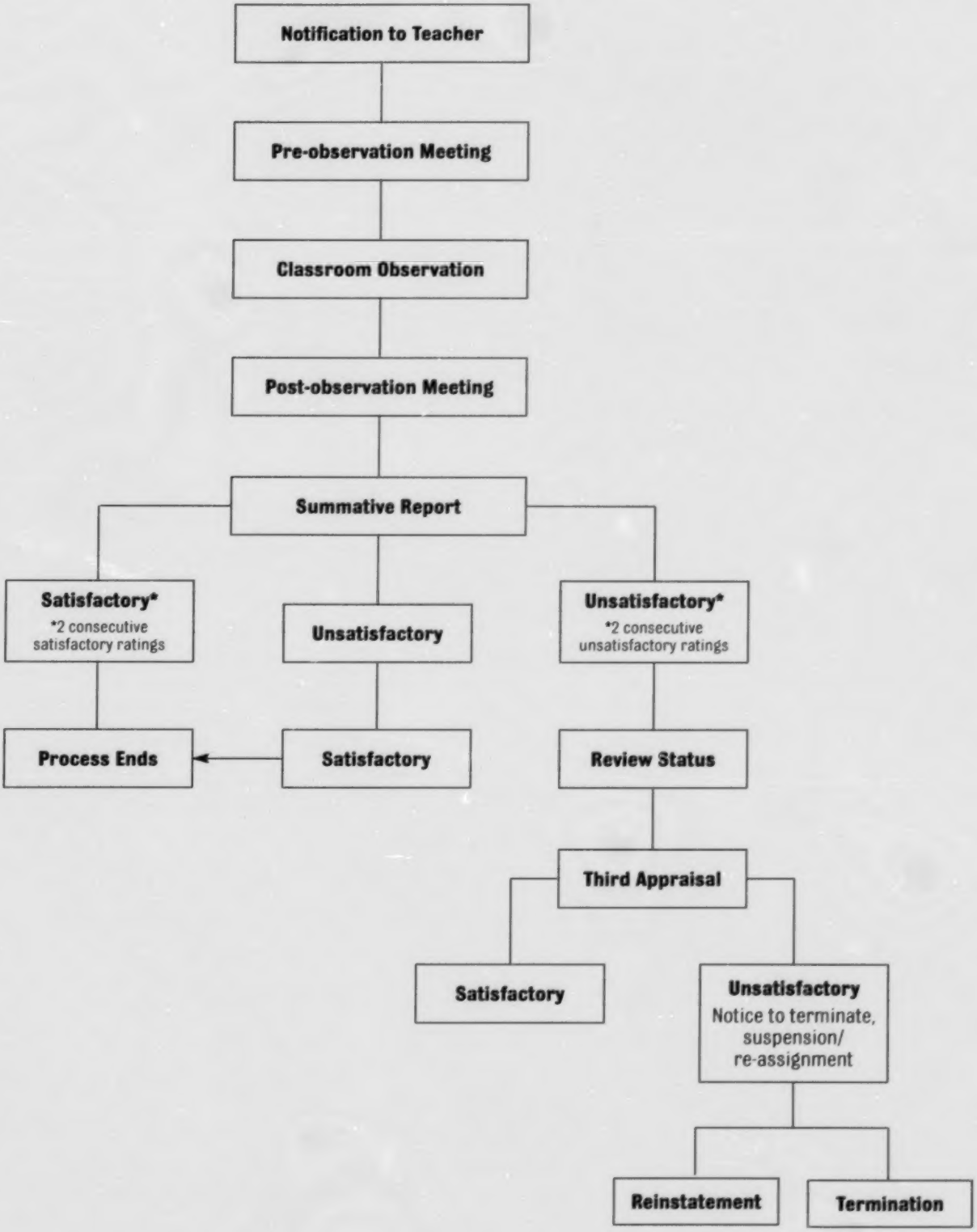
The principal must use the approved Summative Report Form (see *Appendix E: Summative Report Form*). The principal must sign the report and give a copy of it to the teacher within twenty school days of the classroom observation. The teacher must sign a copy of the report, to acknowledge receipt of it. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the board. This conveyance would be done through the appropriate supervisory officer.

Additional Requirements That Boards May Establish

A board may establish additional requirements for the performance appraisal of the teachers they employ, as long as those additional requirements are not in conflict with the requirements outlined under the act and Ontario Regulation 99/02. Additional requirements that boards may implement include:

- additional competencies to be evaluated as part of the teacher performance appraisal
- additional standards, methods, processes, time lines, and steps to be followed
- additional input and material that must be taken into account in teacher performance appraisal
- provision for parental and student input on any additional competencies that the board establishes, as long as the board follows the general requirements of the legislation (for example, at the request of a parent or student, the deletion of parent or student identifiers before giving the information to the teacher)

Performance Appraisal Process – An Overview



5. Annual Learning Plan

Purpose of the Annual Learning Plan

Starting with the 2002–2003 school year, every board must ensure that every teacher that it employs has an annual learning plan (see *Appendix A: Annual Learning Plan*) that addresses the teacher's own professional growth. A teacher must prepare a learning plan every year, not just in evaluation years, and do so in consultation with the appropriate principal. The annual learning plan must include the teacher's professional growth objectives, as well as his or her proposed action plan and time lines for achieving those objectives.

Process in the Teacher's Evaluation Year

In the teacher's evaluation year, the timing and process for review of the annual learning plan are specified as part of the performance appraisal procedures. Hence, this section of the manual should be read in conjunction with *Section 4 – Procedures Required for an Appraisal*, particularly the pre-observation meeting and the post-observation meeting requirements.

Each year, the learning plan must be prepared by the teacher in consultation with the appropriate principal. If the year is scheduled as an evaluation year for the teacher, the consultation must include a review of the teacher's current annual learning plan at the pre-observation meeting which is part of the performance appraisal process. In the post-observation meeting, the principal and teacher must finalize the teacher's current annual learning plan. The teacher and the principal must sign the teacher's annual learning plan for the year and each of them must retain a copy.

Process in the Teacher's Non-Evaluation Years

In non-evaluation years, the way in which the teacher and principal will coordinate their reviews is left to the teacher and the principal to decide. Although a meeting is not required under the regulation, it is recommended as a "best practice".

6. Process following a Performance Appraisal Rating

Procedural Requirements Following Specific Appraisal Outcomes

1. Where the first appraisal rating is exemplary, good, or satisfactory. At the request of either the teacher or the principal, the teacher and principal must meet to discuss the performance appraisal after the teacher receives a copy of the summative report, signed by the principal.

The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

2. Where the first appraisal rating is unsatisfactory. When a teacher receives an unsatisfactory performance appraisal rating, additional requirements ensure that the teacher receives the support, guidance, and monitoring necessary to enable the teacher to improve his or her performance within a given time period. The process begins after the principal determines that the appraisal has resulted in an unsatisfactory rating.

Within fifteen school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, the principal must:

- give the teacher written notice of the unsatisfactory rating and explain to the teacher the reasons for the unsatisfactory rating
- explain to the teacher what is lacking in the teacher's performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document
- provide the teacher and the appropriate supervisory officer with a brief summary in writing of the explanations for the rating, what is lacking and what is expected in the areas where performance is lacking
- provide the teacher and the appropriate supervisory officer with an Improvement Plan in writing setting out the steps and actions that the teacher should take to improve his or her performance

3. Timing of second appraisal following an initial rating of exemplary, good, or satisfactory. The interval between the first performance appraisal and the second appraisal is at the discretion of the principal, subject to any relevant board policies. For teachers teaching only one term in a semestered school, both appraisals must be completed within the same term.

4. Timing of second appraisal following an initial unsatisfactory rating. The interval between the first performance appraisal and the second performance appraisal is at the discretion of the principal, subject to any relevant board policies, as long as the second appraisal is conducted within a period of sixty school days of the principal's giving written notice to the teacher of the initial unsatisfactory rating. In exercising his or her discretion as to the timing of the second performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility of providing students with quality education.

5. Where both the first and second appraisal ratings are exemplary, good, or satisfactory. In this case, the process following each appraisal is the same.

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the performance appraisal after the teacher receives a copy of the summative report, signed by the principal. The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

When a teacher who is on the regular three-year evaluation cycle receives two consecutive performance appraisals with ratings that are exemplary, good, or satisfactory, this completes the mandatory appraisal requirements for that teacher in his or her evaluation year. For teachers who are new to the profession or new to the board, this completes the mandatory requirements for the first twelve-month period, and the appraisal process will be repeated for the second twelve-month period.

6. Where the first appraisal rating was exemplary, good, or satisfactory but the second appraisal rating is unsatisfactory. In cases where an initial appraisal results in an exemplary, good, or satisfactory rating, but is followed by a second appraisal which results in an unsatisfactory rating, the implication is the same as if the teacher had received an initial unsatisfactory rating.

The procedures listed below address any instance where an initial performance appraisal is exemplary, good, or satisfactory, but a second appraisal results in an unsatisfactory rating. The process begins after the principal determines that the second appraisal has resulted in an unsatisfactory rating.

Within fifteen school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, the principal must:

- give the teacher written notice of the unsatisfactory rating and explain the reasons for the unsatisfactory rating
- explain to the teacher what is lacking in the teacher's performance

- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document
- provide the teacher and the appropriate supervisory officer with a brief summary in writing of the explanations for the rating, what is lacking and what is expected in the areas where performance is lacking
- provide the teacher and the appropriate supervisory officer with an Improvement Plan in writing setting out the steps and actions that the teacher should take to improve his or her performance

7. Requirement for an additional appraisal. In cases where the teacher's first appraisal was exemplary, good, or satisfactory, but the second appraisal was unsatisfactory, an additional appraisal will be necessary to evaluate the teacher's performance.

The third appraisal must be conducted within sixty school days of the principal's giving written notice to the teacher of the unsatisfactory rating resulting from the second appraisal. Within that interval, the exact timing is at the discretion of the principal, subject to any relevant board policies. In exercising his or her discretion as to the timing of the additional performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility to provide students with quality education.

Where the third appraisal results in a exemplary, good, or satisfactory rating, the effect is the same as if the teacher had a first appraisal rating of unsatisfactory and a second appraisal rating that was exemplary, good, or satisfactory. However, where the third appraisal results in another unsatisfactory rating, the teacher will have received two consecutive unsatisfactory ratings, and the teacher must be placed on "review status".

8. Where the first appraisal rating is unsatisfactory and the second appraisal rating is exemplary, good, or satisfactory. At the request of either the teacher or the principal, the teacher and principal must meet to discuss the performance appraisal after the teacher receives a copy of the summative report, signed by the principal. The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

Because it has resulted in a exemplary, good, or satisfactory outcome, this second appraisal completes the formal performance appraisal of the teacher in his or her evaluation year. However, the principal retains the right to conduct additional performance appraisals outside of the mandated requirements should he or she consider this necessary.

9. Where two consecutive appraisal ratings are unsatisfactory. Where a teacher receives two consecutive performance appraisals with unsatisfactory ratings, the principal must follow somewhat different procedures, because the teacher will be placed on review status.

Within fifteen school days of determining that a performance appraisal of a teacher has resulted in a second, consecutive unsatisfactory rating, the principal must:

- give the teacher written notice of the unsatisfactory rating, explain the reasons for the unsatisfactory rating to the teacher, place the teacher on review status, and advise the teacher in writing of that fact
- explain to the teacher what is lacking in his or her performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- explain to the teacher the ways, if any, in which his or her performance has changed since the previous performance appraisal
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance
- provide the appropriate supervisory officer and the teacher with copies of the summative report and all documents relied on in conducting the performance appraisal
- prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input. Before preparing the plan, the principal must consult with the appropriate supervisory officer, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required
- provide the teacher and the appropriate supervisory officer with a brief written summary of the explanations (as referenced above) and a copy of the written Improvement Plan

Review Status

A teacher is put on review status when two consecutive performance appraisals result in an unsatisfactory rating. Whenever a teacher is on review status, the principal will:

- monitor the teacher's performance
- consult regularly with the supervisory officer regarding the teacher's performance and steps that could be taken to improve it, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required
- provide the feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance

Provision for a third performance appraisal while on review. The principal must conduct another performance appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status. If that third performance appraisal results in a performance rating of exemplary, good, or satisfactory, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact, along with providing the copy of the signed summative report with its notice of the latest appraisal rating. At the request of either the teacher or the principal, and after the teacher receives a copy of the summative report, the principal and the teacher must meet to discuss the performance appraisal.

Provisions for Termination of a Teacher's Employment

1. Recommendation of termination following a third unsatisfactory appraisal. If that third performance appraisal while on review (see page 22 *Review Status*) results in a third consecutive unsatisfactory rating, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all performance appraisal documents and all documents relied on in conducting the three performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the written reasons for the recommendation
- copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals

2. Termination without a third appraisal. In circumstances where prompt action is required in the best interest of students, the legislation provides a departure from the usual practices.

If at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal is not in the best interests of the students, they must promptly send a joint written recommendation to the board that the teacher's employment should be terminated. The recommendation must include a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by a third performance appraisal is inconsistent with the best interests of the students.

Where the principal's duties and responsibilities are performed and exercised by a supervisory officer, the supervisory officer will act jointly with another supervisory officer.

3. Procedures followed by boards on receiving a recommendation to terminate a teacher's employment. Pending the board's decision on whether to terminate the teacher's employment, the Director of Education (or the supervisory officer in the case of a school authority) must suspend the teacher with pay or reassign the teacher to duties that are, in the view of the Director of Education (or the supervisory officer in the case of a school authority), appropriate in the circumstances.

A board that receives a recommendation to terminate a teacher's employment must make a decision, by a majority vote, on whether or not to do so, and this vote must take place within sixty days of receiving the recommendation. If the teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a board terminates a teacher's employment, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the termination.

Where a teacher employed by a board resigns while he or she is on review status, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the teacher having been placed on review status.

Arbitration

A board and the designated bargaining agent for a teachers' bargaining unit may provide in their collective agreement, for the final and binding settlement, by arbitration, without stoppage of work, of differences that may arise between the board and its teachers with respect to the implementation of the performance appraisal system.

7. Documentation Requirements

Record Keeping

Every board must retain each performance appraisal record for at least six years from the date of the summative report. (In a teacher's evaluation year, a copy of the teacher's annual learning plan must be included in the appraisal documentation and becomes part of the documentation kept on record by the board.)

Exchange of Information Between Boards

A board that is considering employing a teacher must contact the last board that employed the teacher to request the following:

- copies of the performance appraisal documents and all other documents relied on in conducting the last two performance appraisals of the teacher, if either of those appraisals resulted in an unsatisfactory rating
- copies of any documents relating to the termination of the teacher's employment or to a recommendation for the termination of the teacher's employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board
- copies of any documents relating to the teacher's resignation while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board

A board that receives a request from another board for documents relating to a teacher's performance appraisal must promptly inform the requesting board whether there are any documents to provide in response to the request and, if so, must promptly provide the documents.

These provisions for the exchange of information between boards are the minimum mandatory requirements established under the Act. Nothing in the legislation is intended to limit existing rights available to boards for the exchange of information about prospective or past employees.

8. Roles and Responsibilities

All Boards must implement the new performance appraisal system in accordance with Part X.2 of the Education Act, which outlines a three-year process for the phase-in of the appraisal system, and Ontario Regulations 98/02 and 99/02. Generally, boards will phase in the system on the expiration of their teachers' collective agreements. The legislation stipulates that by September 1, 2004, all boards will have begun implementation of the new system.

This section describes the roles and responsibilities of boards, principals, teachers, students, parents, school councils, and special education advisory committees as they relate to the new performance appraisal system.

Boards

A board must:

- establish policies and rules relating to performance appraisals of its teachers to ensure compliance with the legislation, including policies and rules that ensure that the time lines are met and that there is accountability in the event of non-compliance. If a step or process is not completed within the timeline provided for, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was actually completed
- make information about the performance appraisal system available to its teachers, parents, students, and the chairs of its school councils
- request copies of the last two performance appraisals of the teacher if either of those appraisals resulted in an unsatisfactory rating, if it is considering employing a teacher who has taught for another board
- provide copies of a teacher's performance appraisals to another board that requests them because it is considering employing the teacher, if either of the teacher's last two appraisals were unsatisfactory
- establish rules outlining which principal and supervisory officer will perform the performance appraisal duties of the principal and supervisory officer in the case of a teacher who:
  - is assigned to more than one school
  - is not assigned to duties in a school
  - is assigned to duties in a school as well as to other duties, or
  - moves from one school to another
- establish policies and procedures respecting the delegation of duties related to performance appraisal from one supervisory officer to another where the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the same board is able to perform the duties or exercise the power, a supervisory officer with another board may do so if the two boards agree

- schedule evaluation years for teachers in a manner that ensures that each teacher will have an evaluation year once every three years
- schedule performance appraisals for teachers new to the profession or new to the board so that each such teacher is appraised twice in each of his or her first two years with the board
- ensure that each teacher receives at least two performance appraisals during each of his or her evaluation years
- ensure that the performance appraisals are conducted by the principal assigned to the school the teacher is assigned to in the evaluation year unless the powers and duties have been delegated in accordance with the Act
- ensure that each appropriate supervisory officer carries out his or her duties in the performance appraisal process, such as:
  - consulting regularly with the principal throughout any period during which a teacher is on review status, regarding the teacher's performance and steps that may be taken to improve it
  - in instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal of a teacher who is on review status is not in the best interests of the students, the supervisory officer must, jointly with the principal, submit a written recommendation to the board for termination of a teacher's employment
  - carrying out the appraisal obligations of the principal in instances where the principal is unable to do so, or carrying out the duties of another supervisory officer where that supervisory officer is absent
- develop annual written parent and student surveys in consultation with the school councils and principals for the schools governed by the board, the Special Education Advisory Committee, and those parents, students, and teachers who are interested, starting in the year the board begins implementation of the performance appraisal system
- ensure that all parental input, as well as input from students in a grade 11 or 12 course or OAC course, is taken into account during the performance appraisal of a teacher
- pending the board's decision on whether to terminate a teacher's employment, ensure that the director of education suspends the teacher with pay or reassigns the teacher to duties that are, in the view of the director of education, appropriate in the circumstances
- file a complaint with the Ontario College of Teachers when a decision is made to terminate a teacher's employment or when a teacher resigns from the board when he or she is on review status

A board may establish additional requirements for the performance appraisal of the teachers they employ, as long as those additional requirements are not in conflict with the requirements outlined under the Act and Ontario Regulation 99/02. Additional requirements that boards may implement include:

- additional competencies to be evaluated as part of the teacher performance appraisal
- additional standards, methods, processes, time lines, and steps to be followed

- additional input and material that must be taken into account in teacher performance appraisal
- provision for parental and student input on any additional competencies that the board establishes, as long as the board follows the general requirements of the legislation (for example, on the request of a parent or student, the deletion of parent or student identifiers before giving the information to the teacher)

Principals

The following roles and responsibilities of a principal would be assumed by a vice-principal of the same school or a supervisory officer, in instances where those responsibilities are delegated under Part X.2 of the Education Act.

A principal must:

- conduct performance appraisals of teachers assigned to the school
- within twenty school days after a teacher begins teaching in a year that is scheduled as an evaluation year for that teacher, notify him or her that the year is an evaluation year
- follow the procedures for the performance appraisal of each teacher, as specified in the Act and Ontario Regulation 99/02 (see *Section 4 – Procedures Required for an Appraisal* and *Section 6 – Process Following a Performance Appraisal Rating*), and any other requirements specified by the board
- within twenty school days of the classroom observation, give the teacher written notice of his or her performance appraisal rating by providing a copy of the summative report, signed by the principal
- within fifteen school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, follow the procedures specified in the Act (see *Section 6 – Process Following a Performance Appraisal Rating*)
- in instances where the performance appraisal process results in a teacher being placed on review, follow the procedures specified in the Act (see *Section 6 – Process Following a Performance Appraisal Rating*)
- conduct performance appraisals that are additional to those required if a teacher so requests, unless the principal is of the opinion that they are unlikely to lead to improvement in the teacher's performance
- on the request of the parent or student, remove words or names that identify the parent or student from any document that contains parental or student input before giving it to a teacher
- in accordance with Ontario Regulation 98/02, review a teacher's annual learning plan with the teacher, sign the document, and retain a copy (see *Section 5 – Annual Learning Plan*). During the teacher's performance appraisal year, the principal must conduct this review of the annual learning plan as part of the performance appraisal process, under the provisions of Ontario Regulation 99/02 (see *Section 4 – Procedures Required for an Appraisal*)

A principal may:

- refuse a teacher's request for an additional performance appraisal if the principal is of the opinion that it is unlikely to lead to an improvement in the teacher's performance
- conduct performance appraisals of a teacher assigned to the school in addition to those required if the principal considers it advisable to do so in light of circumstances relating to the teacher's performance
- conduct performance appraisals of a teacher at such intervals as the principal considers appropriate, subject to any requirements of the Act or board policies

Teachers

A teacher must:

- develop an annual learning plan in consultation with his or her principal
- receive at least two performance appraisals in each of the first and second twelve-month periods if he or she is new to a board or to the profession
- receive at least two performance appraisals every three years when he or she has been placed on a regular performance appraisal cycle
- provide input into the recommended steps and actions that the teacher should take to improve his or her performance following an unsatisfactory rating
- sign the Summative Report Form to acknowledge that it has been received

A teacher may:

- request performance appraisals in addition to those required and the principal assigned to the school to which the teacher is assigned will conduct them, unless the principal is of the opinion that it is unlikely that the performance appraisal will lead to improvement in the teacher's performance. (This request cannot be made during a teacher's evaluation year)
- during the performance appraisal process, review the input from parents and students within a period of time that the principal considers reasonable in the circumstances, and respond to the principal regarding such input
- participate in the development of the board's surveys to solicit parental and student input into teacher performance appraisals

Students, Parents, School Councils, and Special Education Advisory Committees (SEACs) of Boards

Students, parents, school councils, and special education advisory committees (SEACs) must be consulted by a board regarding the survey forms that will be used to solicit parental and student input each year for use in teacher performance appraisals (see *Section 3 – Parental and Student Input: Requirements for Survey Design, Collection, and Use* for additional information on parental and student input related to the performance appraisal process).

Ontario

Appendix A
Annual Learning Plan
(Sample Form)

The Annual Learning Plan must be prepared by the teacher in consultation with the principal. The consultation must include a meeting between the teacher and the principal in the course of the teacher's performance appraisal if the year is scheduled as an evaluation year for the teacher. In an evaluation year, this form must be finalized during the post-observation meeting. The teacher and the principal must sign the Annual Learning Plan for the year and each of them must retain a copy.

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name
Last Name **First Name**

Name of School

Name of Board

Assignment/class

Principal's Name
Last Name **First Name**

Areas of professional growth that I am interested in pursuing

Rationale

Strategies and time lines to address areas of professional growth

Other

Next date for review of the Annual Learning Plan (yyyy/mm/dd)

Principal's comments on the Annual Learning Plan

Teacher's comments on the Annual Learning Plan

Principal's Signature **Date (yyyy/mm/dd)**
My signature indicates that the teacher and I reviewed the Annual Learning Plan.

Teacher's Signature **Date (yyyy/mm/dd)**
My signature indicates that the principal and I reviewed the Annual Learning Plan.

Ontario

Appendix B
Improvement Plan
(Sample Form)

The Improvement Plan must be prepared by the principal within fifteen school days after the principal has determined that a performance appraisal of a teacher has resulted in an unsatisfactory rating. This plan must set out steps and actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name
Last Name **First Name**

Name of School

Name of Board

Assignment/class

Principal's Name
Last Name **First Name**

Competencies requiring improvement

Expectations

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Steps and Actions for improvement (input of teacher must be taken into account)

Support (for example, from principal, from board)

Sample indicators of success

Date of next performance appraisal (yyyy/mm/dd)

Teacher's comments on the Improvement Plan

Principal's comments on the Improvement Plan

Principal's Signature **Date (yyyy/mm/dd)**
My signature indicates that I developed this Improvement Plan with the teacher's input.

Teacher's Signature **Date (yyyy/mm/dd)**
My signature indicates that I provided input into the Improvement Plan.

Ontario

Appendix C
Pre-observation Meeting
(Approved Form)

This form must be used. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name Last Name	First Name
Principal's Name **Last Name**	**First Name**
Assignment/class	**Date of Meeting (yyyy/mm/dd)**

Introduction

The teacher and the principal must have a pre-observation meeting to prepare for the classroom observation and to review the teacher's current Annual Learning Plan. During the meeting, the principal and the teacher must complete the Pre-observation Meeting Form.

The meeting should be used to ensure that the expectations for the observation are clearly understood. An important task during this meeting is for the principal to identify the expectations and for the teacher to describe the teaching plan for the classroom observation.

Other purposes of the pre-observation meeting are the following:

- develop a collegial atmosphere in advance of the classroom observation
- learn about the unique qualities of the teacher's class of students
- identify the student outcomes that are expected
- for the principal to explain that the teacher's performance will be assessed against the performance indicators "look-fors"
- establish procedures in advance
- set the date and time for the classroom observation

Directions to the Principal

Within twenty school days after a teacher commences teaching in a year that is scheduled as an evaluation year for the teacher, the principal must notify the teacher that the year is an evaluation year and that a pre-observation meeting is required.

It is intended that the teacher should be notified of the pre-observation meeting well in advance and a copy of the Pre-observation Meeting Form should be provided to the teacher. The teacher should be reminded that Section A of the form should be filled out by the teacher prior to the pre-observation meeting. Section B should be filled out by the principal in discussion with the teacher during the pre-observation meeting.

The information provided by the teacher should serve as a major focus for the meeting. The form must be signed and dated both by the teacher and the principal and each should retain a copy.

During the pre-observation meeting, the principal should discuss the following with the teacher:

- that the teacher's evaluation will be based on all sixteen competencies (some will be observed during the classroom observation while others will be evaluated on experiences that occur outside of the classroom observation session)

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- that the teacher's performance will be assessed against the "look-fors". See *Teacher Performance Appraisal Manual and Approved Forms and Guidelines (Appendix F: Performance Indicators - "Look-Fors")*
- that the additional information outside of the classroom observation (including parental and student input), will be used to complete the teacher's overall performance rating
- that the teacher's overall performance will be rated using the performance appraisal rating scale

The purpose and use of the Observation Guide should be discussed with the teacher if it is being used.

The teacher should be encouraged to provide the principal with a copy of the lesson plan and a seating chart prior to the classroom observation.

Directions to the Teacher

The teacher should bring this form and any relevant support materials to the pre-observation meeting. The teacher should complete Section A prior to the pre-observation meeting. The teacher's overall teaching competence will be evaluated against the sixteen competencies as outlined in Ontario Regulation 99/02, and any other competencies developed by the board. In preparation for the pre-observation meeting, the teacher may want to reflect on how he or she is addressing the following competencies:

- demonstrates commitment to the well-being and development of all pupils
- is dedicated in his or her efforts to teach and support pupil learning and achievement
- treats all pupils equitably and with respect
- provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society
- knows his or her subject matter, the Ontario curriculum and education-related legislation
- knows a variety of effective teaching and assessment practices
- knows a variety of effective classroom management strategies
- knows how pupils learn and factors that influence pupil learning and achievement
- uses professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils
- communicates effectively with pupils, parents and colleagues
- conducts ongoing assessment of pupils' progress, evaluates achievement and reports results to pupils and parents regularly
- adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources
- uses appropriate technology in his or her teaching practices and related professional responsibilities
- collaborates with other teachers and school colleagues to create and sustain learning communities in the classrooms and in the school
- works with other professionals, parents and members of the community to enhance pupil learning, pupil achievement, and school programs
- engages in ongoing professional learning and applies it to improve his or her teaching practice

Section A *To be completed by the teacher prior to the pre-observation meeting.*

How many students are in the class?	Number of female students	Number of male students

Is there any additional information about the students or the classroom that you would like to share (for example, English as a Second Language/English Skills Development, Individual Education Plan, presence of a teaching assistant)?

Section B *To be completed by the principal during the pre-observation meeting.*

The following questions are intended to provide a basis for the discussion between the principal and the teacher in developing a focus for the classroom observation. The principal must explain to the teacher that the classroom observation is one component of the performance appraisal, during which his or her performance will be assessed against a set of performance indicators - "look-fors". Section B will be filled out by the principal during the pre-observation meeting.

Which aspects of commitment to pupils and pupil learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning will be a particular focus for the classroom observation?

What are the specific expectations for the lesson to be observed? What is intended for students to learn and be able to demonstrate?

How will student learning be assessed?

What resources will be used during the lesson?

Principal's comments on the expectations for the classroom observation

Teacher's comments on the expectations for the classroom observation

Principal's Signature **Date (yyyy/mm/dd)**

My signature indicates that the teacher and I had a pre-observation meeting in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.

Teacher's Signature **Date (yyyy/mm/dd)**

My signature indicates that the principal and I had a meeting in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.

Ontario

Appendix D
Post-observation Meeting Form
(Approved Form)

This form must be used. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name
Last Name **First Name**

Principal's Name
Last Name **First Name**

Date of meeting (yyyy/mm/dd)

Directions to the Principal

The principal must fill out the form after the classroom observation to provide the focus for the post-observation meeting.

The following must occur during the post-observation meeting:

- a review of the classroom observation
- a discussion as to the other types of relevant information that will be taken into account, including parental and student input
- completion of the Post-observation Meeting Form
- finalizing the teacher's learning plan for the current year

Classroom Observation *Principal's comments*

Which competencies were addressed with very good results during the classroom observation?

Which competencies should be addressed to provide for improved classroom performance?

Which competencies will serve to provide a focus for ongoing professional development?

Principal's Comments

Principal's recommendations to improve classroom performance

Other information relevant to the principal's evaluation concerning the teacher (including parental and student input concerning the teacher)

Summary Comments *This section should be completed in the context of the post-observation meeting by both the teacher and the principal.*

Principal's Summary Comments (optional)

Teacher's Summary Comments (optional)

Principal's Signature **Date (yyyy/mm/dd)**

My signature indicates that this Post-observaton Meeting Form was reviewed with the teacher.

Teacher's Signature **Date (yyyy/mm/dd)**

My signature indicates receipt of this Post-observaton Meeting Form.

Ontario

Appendix E
Summative Report Form
(Approved Form)

This form must be used. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name
Last Name | **First Name**

Principal's Name
Last Name | **First Name**

School

Assignment Type | **Length of Assignment**

Classroom Observation date (yyyy/mm/dd)

Other evaluation input (for example, parental and student input)

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within twenty school days after the classroom observation.
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board with a copy of the teacher's Annual Learning Plan for the year.
5. The principal must evaluate the teacher on all sixteen competencies. Comments must be provided for each competency.

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Instructions to the Principal: A comment must be provided for each competency.

Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, lifelong learners, and contributing members of a changing society.

Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

The teacher knows a variety of effective teaching and assessment practices.

The teacher knows a variety of effective classroom management strategies.

The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

The teacher adapts and refines his or her teaching practice through continuous learning and reflection, using a variety of sources and resources.

The teacher uses appropriate technology in his or her teaching practice and related professional responsibilities.

Leadership and Community

The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and in the school.

The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Ongoing Professional Learning

The teacher engages in ongoing professional learning and applies it to improve his or her teaching practice.

Additional Competencies

Overall Performance Rating of Teacher

(Click on the appropriate box.)

○ **Exemplary** ○ **Good** ○ **Satisfactory** ○ **Unsatisfactory**

Exemplary: Performance that consistently exceeds the expectations for the set of competencies.

Good: Performance that consistently meets the expectations for the set of competencies.

Satisfactory: Performance that does not always meet all the expectations for the set of competencies. Performance should be improved.

Unsatisfactory: Performance that does not meet expectations for the set of competencies. Performance must be improved.

Principal's summary comments on the evaluation (optional)

Teacher's comments on the evaluation (optional)

Principal's Signature **Date (yyyy/mm/dd)**

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.

Teacher's Signature **Date (yyyy/mm/dd)**

My signature indicates the receipt of this summative report.

Ontario

Appendix F
Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
1. Commitment to Pupils and Pupil Learning	**1.1 Teachers demonstrate commitment to the well-being and development of all pupils**	**The teacher:** 1. applies knowledge effectively about how students develop and learn physically, socially, and cognitively 2. responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met 3. shapes instruction appropriately so that it is helpful to students who learn in a variety of ways 4. effectively motivates students to improve student learning 5. seeks and effectively applies approaches for helping students' cognitive, affective and social development 6. models and promotes the joy of learning 7. provides responsive and thoughtful feedback on assignments 8. effectively uses student work to diagnose learning difficulties and provides appropriate remediation 9. effectively supports and/or assists students in meeting their academic, social and emotional needs by addressing their individual needs 10. demonstrates a positive rapport with students 11. recognizes student difficulties by employing effective assessment strategies 12. 13.

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
1. Commitment to Pupils and Pupil Learning, *continued*	**1.2 Teachers are dedicated in their efforts to teach and support pupil learning and achievement**	**The teacher:** 14. assists learners in practising new skills by providing opportunities for guided practice 15. provides for active student participation in the learning process 16. employs appropriate balance of student and teacher directed discussion/learning 17. establishes an environment that maximizes learning 18. encourages students to excel to the best of their ability 19. utilizes a variety of teaching strategies suited to the individual needs of students 20. 21.
	1.3 Teachers treat all pupils equitably and with respect	**The teacher:** 22. demonstrates care and respect for students by maintaining positive interactions 23. promotes polite and respectful student interactions 24. addresses issues of equity and diversity by planning appropriate experiences 25. differentiates curriculum expectations and teaching strategies to meet the needs of all students 26. addresses inappropriate student behaviour in a positive manner 27. respects individual needs of students by providing appropriate experiences 28. communicates information from a bias-free, multicultural perspective

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
1. Commitment to Pupils and Pupil Learning, *continued*	**1.3 Teachers treat all pupils equitably and with respect, *continued***	29. ensures and models bias-free assessment to address equality 30. values and promotes fairness and justice by adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture 31. 32.
	1.4 Teachers provide an environment for learning that encourages pupils to be problem solvers, decision-makers, life-long learners and contributing members of a changing society	**The teacher:** 33. provides learners with appropriate opportunities for independent practice of new skills 34. employs effective questioning techniques that encourage higher level thinking skills 35. provides guidance and appropriate feedback to learners on attainment of new concepts/skills 36. encourages feedback, risk-taking, questioning and experimentation by establishing a non-threatening learning environment 37. encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths 38. assists students in preparation for life by assisting them to develop an appetite for life-long learning 39. promotes student self-esteem by reinforcing positive behaviours 40. 41.

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
2. Professional Knowledge	**2.1 Teachers know their subject matter, the Ontario curriculum and education-related legislation**	**The teacher:** 42. teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas 43. demonstrates mastery of subject knowledge and related skills 44. presents accurate and up-to-date information 45. uses a variety of effective resources to enhance learning 46. implements and effectively explains statutes and regulations with regards to student safety and welfare 47. knows, follows and explains appropriate legislation, local policies and procedures 48. 49.
	2.2 Teachers know a variety of effective teaching and assessment practices	**The teacher:** 50. provides constructive criticism as part of evaluation 51. aligns assessment strategies with learning objectives 52. uses appropriate diagnostic techniques to assess student difficulties 53. employs formative and summative assessments to check for understanding 54. uses a variety of appropriate teaching techniques to engage students 55. uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning 56. 57.

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
2. Professional Knowledge, ***continued***	**2.3 Teachers know a variety of effective classroom management strategies**	**The teacher:** 58. organizes instructional time by providing for the needs of all students 59. systematizes routine procedures and tasks to engage students in varied learning experiences 60. teaches scheduled class/subject for allocated time periods with effective student engagement 61. displays student work appropriately for a variety of teaching/learning experiences 62. considers the individual needs of students, the learning environment and teacher skills when selecting resources 63. seeks and uses various resources to achieve and reinforce expectations 64. provides opportunities for students to share their interests and demonstrate their involvement in learning 65. ensures that all students have the opportunity to learn by planning purposeful assignments 66. uses appropriate strategies to manage discipline 67. implements the behaviour code with consistency 68. differentiates instruction to meet diverse student needs 69. 70.

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
2. Professional Knowledge, *continued*	**2.4 Teachers know how pupils learn and factors that influence pupil learning and achievement**	**The teacher:** 71. uses different motivational strategies to encourage students in developing competence in all areas 72. takes into account various learning styles with the selection of materials/media 73. adapts to groups or individual students with flexible grouping practices 74. modifies programs to fit student needs by making topics relevant to students' lives and experiences 75. knows special education IEP and IPRC processes and provides appropriate experiences for student achievement 76. 77.

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
3. Teaching Practice	**3.1 Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of their pupils**	**The teacher:** 78. makes effective links between daily lesson plans and long-range plans 79. uses practices which successfully promote the development of higher order thinking skills 80. develops clear and achievable classroom expectations with the students 81. models and promotes effective communication skills 82. demonstrates flexibility in teaching strategies by addressing the needs of all students 83. chooses pertinent resources for development of instruction to address student needs 84. varies learning instruction based on student needs, curriculum expectations, teaching-learning strategies 85. implements with success the requirements of statutes and regulations with regards to student safety and welfare 86. uses instructional time in a focussed, purposeful way 87. establishes and maintains standards for student behaviour that support learning and respects the dignity of the students 88. organizes subject matter into meaningful lessons 89. relates specific lesson topics to major subject matter concepts and generalizations 90. incorporates appropriate curricular guidelines meaningfully into lessons 91. encourages students to know about, reflect on, and monitor their own learning 92. assists students to develop and use ways to access and critically assess information 93. communicates effectively information from a bias-free, multicultural perspective 94. uses a clear and consistent format to present instruction 95. 96.

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
3. **Teaching Practice,** ***continued***	**3.2 Teachers communicate effectively with pupils, parents and colleagues**	**The teacher:** 97. provides ongoing feedback to parents, for example, through newsletters and bulletins 98. demonstrates a positive, professional attitude when communicating with parents, students and colleagues 99. follows school/board guidelines on reporting with diligence 100. conducts effective teacher-student conferences 101. communicates clear, challenging and achievable expectations for students 102. 103.
	3.3 Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly	**The teacher:** 104. uses a variety of appropriate techniques to report student progress 105. uses a variety of appropriate assessment and evaluation techniques 106. engages in meaningful dialogue with students to provide feedback during the teaching/learning process 107. uses ongoing reporting to keep both students and parents informed and to chart student progress 108. gathers accurate data on student performance and keeps comprehensive records of student achievements 109. 110.

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
3. Teaching Practice, ***continued***	**3.4 Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources**	**The teacher:** 111. assesses and reviews program delivery for relevancy 112. uses provincial achievement standards and competency statements as a reference point for evaluation of teaching 113. reflects on teaching effectiveness that is shaped by human development and learning 114. integrates curriculum expectations effectively into teaching practice 115. modifies programs effectively to respond to needs of exceptional students 116. effectively demonstrates knowledge of trends, techniques and research relevant to their teaching 117. 118.
	3.5 Teachers use appropriate technology in their teaching practices and related professional responsibilities	**The teacher:** 119. uses technology appropriately to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision-making 120. models and promotes effective use of technology to promote student learning 121. demonstrates effective use of technology as it relates to school operations and board expectations 122. 123.

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
4. Leadership and Community	**4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools**	**The teacher:** 124. learns with and from colleagues and others in the community of learners 125. pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues 126. works co-operatively with colleagues to solve student, classroom and school concerns 127. participates as an effective team member and shares expertise with others, for example, by acting as mentor, peer coach or associate teacher 128. participates effectively by contributing to grade, division and/or subject teams 129. effectively leads portions of staff meetings 130. plans worthwhile professional development activities for school-based professional development days 131. participates effectively on committees by organising school-based activities, for example, school/parish initiatives, graduation, theme days 132. shares instructional strategies that have worked successfully with colleagues 133. shares instructional strategies that improve student performance on standardized tests 134. shares learning acquired through participation on system-wide or provincial initiatives with colleagues 135. serves as a resource to colleagues, for example, in the effective use of technology, assessment strategies and classroom management

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
4. Leadership and Community, *continued*	**4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools, *continued***	**The teacher:** 136. creates worthwhile opportunities for students, their parents and community members to share their learning, knowledge and skill with others within the class or school 137. acts as a moderator for electronic discussion groups or best practice database 138. 139.
	4.2 Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs	**The teacher:** 140. reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities 141. engages others effectively through shared problem-solving and conflict resolution 142. acknowledges and celebrates the efforts and success of others 143. initiates contact with other professionals and community agencies to assist students and their families, where appropriate 144. cooperates and works readily with the school's support team 145. serves on school council as teacher advisor 146. sets up partnerships, for example, with local library, music, science centre, business recreation centre and/or career centre, to develop resources to enhance career opportunities and student achievement 147. contributes research to professional publications, subject councils and/or other professional organizations 148. participates, presents and effectively organizes conferences, workshops and/or institutes to enhance student achievement

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
4. Leadership and Community, *continued*	**4.2 Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs, *continued***	**The teacher:** 149. initiates and/or participates in school/community-based activities, system-wide or provincial committees/writing teams to acquire skills and knowledge to enhance student achievement 150. 151.
5. Ongoing Professional Learning	**5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices**	**The teacher:** 152. seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practices 153. identifies areas for professional growth, attends workshops, appropriate seminars or courses to respond to changes in education/policies and practices and effectively applies information to enhance teaching practices 154. participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development and/or broaden knowledge 155. observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices 156. volunteers and effectively works on skill development or curriculum committees at school or board level 157. reads professional journals, books, internet sites, or any articles related to the educational contexts and effectively shares with peers 158. keeps a portfolio recording his or her learning experiences and effectively relates them to the educational contexts

Performance Indicators - "Look-Fors"

All of the Performance Indicators - "Look-Fors" must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	"LOOK-FORS"
5. Ongoing Professional Learning, *continued*	**5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices, *continued***	**The teacher:** 159. conducts and publishes educational research as a member of a professional organization and effectively collaborates with educational researchers to enhance teaching practices 160. participates in provincial assessments and curriculum-writing and effectively applies skills to enhance teaching practices 161. participates in workshops, seminars, courses, in-service programs, or reads books, articles, journals, and internet sites, or reflects with others to better understand human nature and be a model for students 162. explores ways to access and to use educational research 163. taps into websites that describe best practices, acquires successful teaching strategies and applies to teaching practices 164. 165.

Ontario

Appendix G
Observation Guide

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

The Observation Guide is a tool that can be used by principals to conduct teacher performance appraisals. The guide contains the performance indicators required to be used as part of the performance appraisal process, and provides a checklist for where the evidence is found. The Observation Guide and the Rubric *(see Appendix H: Rubric to Describe the Levels of Performance)* should be used together. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Domain: Commitment to Pupils and Pupil Learning

Competencies	Evidence
Teachers demonstrate commitment to the well-being and development of all pupils **Performance Indicators - "Look-Fors"** The teacher: • applies knowledge effectively about of how students develop and learn physically, socially, and cognitively • responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met • shapes instruction appropriately so that it is helpful to students who learn in a variety of ways • effectively motivates students to improve student learning • seeks and effectively applies approaches for helping students' cognitive, affective and social development • models and promotes the joy of learning • provides responsive and thoughtful feedback on assignments • effectively uses student work to diagnose learning difficulties and provides appropriate remediation • effectively supports and/or assists students in meeting their academic, social and emotional needs by addressing their individual needs • demonstrates a positive rapport with students • recognizes student difficulties by employing effective assignment strategies Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Commitment to Pupils and Pupil Learning

Competencies	Evidence
Teachers are dedicated in their efforts to teach and support pupil learning and achievement **Performance Indicators - "Look-Fors"** The teacher: • assists learners in practising new skills by providing opportunities for guided practice • provides for active student participation in the learning process • employs appropriate balance of student and teacher directed discussion/learning • establishes an environment that maximizes learning • encourages students to excel to the best of their ability • utilizes a variety of teaching strategies suited to the individual needs of students Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____
Teachers treat all pupils equitably and with respect **Performance Indicators - "Look-Fors"** The teacher: • demonstrates care and respect for students by maintaining positive interactions • promotes polite and respectful student interactions • addresses issues of equity and diversity by planning appropriate experiences • differentiates curriculum expectations and teaching strategies to meet the needs of all students • addresses inappropriate student behaviour in a positive manner • respects individual needs of students by providing appropriate experiences • communicates information from a bias-free, multicultural perspective • ensures and models bias-free assessment to address equality • values and promotes fairness and justice by adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Commitment to Pupils and Pupil Learning

Competencies	Evidence
Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society **Performance Indicators - "Look-Fors"** The teacher: • provides learners with appropriate opportunities for independent practice of new skills • employs effective questioning techniques that encourage higher level thinking skills • provides guidance and appropriate feedback to learners on attainment of new concepts/skills • encourages feedback, risk-taking, questioning and experimentation by establishing a non-threatening learning environment • encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths • assists students in preparation for life by assisting them to develop an appetite for life-long learning • promotes student self-esteem by reinforcing positive behaviours Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Professional Knowledge

Competencies	Evidence
Teachers know their subject matter, the Ontario curriculum, and education-related legislation **Performance Indicators - "Look-Fors"** The teacher: • teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas • demonstrates mastery of subject knowledge and related skills • presents accurate and up-to-date information • uses a variety of effective resources to enhance learning • implements and effectively explains statutes and regulations with regards to student safety and welfare • knows, follows and explains appropriate legislation, local policies and procedures Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____
Teachers know a variety of effective teaching and assessment practices **Performance Indicators - "Look-Fors"** The teacher: • provides constructive criticism as part of evaluation • aligns assessment strategies with learning objectives • uses appropriate diagnostic techniques to assess student difficulties • employs formative and summative assessments to check for understanding • uses a variety of appropriate teaching techniques to engage students • uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Professional Knowledge

Competencies	Evidence
Teachers know a variety of effective classroom management strategies **Performance Indicators - "Look-Fors"** The teacher: • organizes instructional time by providing for the needs of all students • systematizes routine procedures and tasks to engage students in varied learning experiences • teaches scheduled class/subject for allocated time periods with effective student engagement • displays student work appropriately for a variety of teaching/learning experiences • considers the individual needs of students, the learning environment and teacher skills when selecting resources • seeks and uses various resources to achieve and reinforce expectations • provides opportunities for students to share their interests and demonstrate their involvement in learning • ensures that all students have the opportunity to learn by planning purposeful assignments • uses appropriate strategies to manage discipline • implements the behaviour code with consistency • differentiates instruction to meet diverse student needs Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Professional Knowledge

Competencies	Evidence
Teachers know how pupils learn and factors that influence pupil learning and achievement **Performance Indicators - "Look-Fors"** The teacher: • uses different motivational strategies to encourage students in developing competence in all areas • takes into account various learning styles with the selection of materials/media • adapts to groups or individual students with flexible grouping practices • modifies programs to fit student needs by making topics relevant to students' lives and experiences • knows special education IEP and IPRC processes and provides appropriate experiences for student achievement Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

Domain: Teaching Practice

Competencies	Evidence
Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of their pupils **Performance Indicators - "Look-Fors"** The teacher: • makes effective links between daily lesson plans and long-range plans • uses practices which successfully promote the development of higher order thinking skills • develops clear and achievable classroom expectations with the students • models and promotes effective communication skills • demonstrates flexibility in teaching strategies by addressing the needs of all students • chooses pertinent resources for development of instruction to address student needs • varies learning instruction based on student needs, curriculum expectations, teaching/learning strategies • implements with success the requirements of statutes and regulations with regards to student safety and welfare • uses instructional time in a focussed, purposeful way • establishes and maintains standards for student behaviour that support learning and respect the dignity of students • organizes subject matter into meaningful lessons • relates specific lesson topics to major subject matter concepts and generalizations • incorporates appropriate curricular guidelines meaningfully into lessons • encourages students to know about, reflect on, and monitor their own learning • assists students to develop and use ways to access and critically assess information • communicates effectively information from a bias-free, multicultural perspective • uses a clear and consistent format to present instruction Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Teaching Practice

Competencies	Evidence
Teachers communicate effectively with pupils, parents and colleagues **Performance Indicators - "Look-Fors"** The teacher: • provides ongoing feedback to parents, for example, through newsletters and bulletins • demonstrates a positive, professional attitude when communicating with parents, students and colleagues • follows school/board guidelines on reporting with diligence • conducts effective teacher-student conferences • communicates clear, challenging and achievable expectations for students Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____
Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly **Performance Indicators - "Look-Fors"** The teacher: • uses a variety of appropriate techniques to report student progress • uses a variety of appropriate assessment and evaluation techniques • engages in meaningful dialogue with students to provide feedback during the teaching/learning process • uses ongoing reporting to keep both students and parents informed and to chart student progress • gathers accurate data on student performance and keeps comprehensive records of student achievements Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

Domain: Teaching Practice

Competencies	Evidence
Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources **Performance Indicators - "Look-Fors"** The teacher: • assesses and reviews program delivery for relevancy • uses provincial achievement standards and competency statements as a reference point for evaluation of teaching • reflects on teaching effectiveness that is shaped by human development and learning • integrates curriculum expectations effectively into teaching practice • modifies programs effectively to respond to needs of exceptional students • effectively demonstrates knowledge of trends, techniques and research relevant to their teaching Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____
Teachers use appropriate technology in their teaching practices and related professional responsibilities **Performance Indicators - "Look-Fors"** The teacher: • uses technology appropriately to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision-making • models and promotes effective use of technology to promote student learning • demonstrates effective use of technology as it relates to school operations and board expectations Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Leadership and Community

Competencies	Evidence
Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools **Performance Indicators - "Look-Fors"** The teacher: • learns with and from colleagues and others in the community of learners • pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues • works co-operatively with colleagues to solve student, classroom and school concerns • participates as an effective team member and shares expertise with others, for example, by acting as mentor, peer coach or associate teacher • participates effectively by contributing to grade, division and/or subject teams • effectively leads portions of staff meetings • plans worthwhile professional development activities for school-based professional development days • participates effectively on committees by organising school-based activities, for example, school/parish initiatives, graduation, theme days • shares instructional strategies that have worked successfully with colleagues • shares instructional strategies that improve student performance on standardized tests • shares learning acquired through participation on system-wide or provincial initiatives with colleagues • serves as a resource to colleagues, for example, in the effective use of technology, assessment strategies, and classroom management • creates worthwhile opportunities for students, their parents and community members to share their learning, knowledge and skill with others within the class or school • acts as a moderator for electronic discussion groups or best practice database Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

Domain: Leadership and Community

Competencies	Evidence
Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs **Performance Indicators - "Look-Fors"** The teacher: • reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities • engages others effectively through shared problem-solving and conflict resolution • acknowledges and celebrates the efforts and success of others • initiates contact with other professionals and community agencies to assist students and their families, where appropriate • cooperates and works readily with the school's support team • serves on school council as teacher advisor • sets up partnerships, for example, with local library, music, science centre, business recreation centre, and/or career centre, to develop resources to enhance career opportunities and student achievement • contributes research to professional publications, subject councils, and/or other professional organizations • participates, presents and effectively organizes conferences, workshops and/or institutes to enhance student achievement • initiates and/or participates in school/community-based activities, system-wide or provincial committees/writing teams to acquire skills and knowledge to enhance student achievement Additional Competencies	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Teacher's Name	Principal's Name
Assignment	**Date (yyyy/mm/dd)**

Domain: Ongoing Professional Learning

Competencies	Evidence
Teachers engage in ongoing professional learning and apply it to improve their teaching practices **Performance Indicators - "Look-Fors"** The teacher: • seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practices • identifies areas for professional growth, attends workshops, appropriate seminars or courses to respond to changes in education/policies and practices and effectively applies information to enhance teaching practices • participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development and broaden knowledge • observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices • volunteers and effectively works on skill development or curriculum committees at school or board level • reads professional journals, books, internet sites, or any articles related to the educational contexts and effectively shares with peers • keeps a portfolio recording his or her learning experiences and effectively relates them to the educational contexts • conducts and publishes educational research as a member of a professional organization and effectively collaborates with educational researchers to enhance teaching practices • participates in provincial assessments and curriculum-writing and effectively applies skills to enhance teaching practices • participates in workshops, seminars, courses, in-service programs or reads books, articles, journals, and internet sites, and practices or reflects with others to better understand human nature and be a model for students • explores ways to access and to use educational research • taps into websites that describe best practices, acquires successful teaching strategies and applies to teaching practices Additional Competencies:	☐ Observation ☐ Lesson Plan ☐ Teaching Resources ☐ Assessment ☐ Notes/Handouts ☐ Student Work ☐ Other ☐ _____ ☐ _____

Ontario

Appendix H

Rubric to Describe the Levels of Performance

The principal should discuss this instrument with the teacher during the pre-observation meeting. It should be used in conjunction with the Performance Indicators "Look-Fors" to allow for the proper appraisal of a teacher's performance during an evaluation period.

DOMAIN: Commitment to Pupils and Pupil Learning				
COMPETENCIES	**LEVEL OF PERFORMANCE**			
	EXEMPLARY	**GOOD**	**SATISFACTORY**	**UNSATISFACTORY**
Teachers demonstrate commitment to the well-being and development of all pupils	The teacher **always** demonstrates commitment to the well-being and development of all students.	The teacher **consistently** demonstrates commitment to the well-being and development of all students.	The teacher **generally** demonstrates commitment to the well-being and development of all students.	The teacher **infrequently** demonstrates commitment to the well-being and development of all students.
Teachers are dedicated in their efforts to teach to support pupil learning and achievement	The teacher **always** demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher **consistently** demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher **generally** demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher **infrequently** demonstrates dedication in his or her efforts to teach and support student learning and achievement.
Teachers treat all pupils equitably and with respect	The teacher **always** treats all students equitably and with respect.	The teacher **consistently** treats all students equitably and with respect.	The teacher **generally** treats all students equitably and with respect.	The teacher **infrequently** treats all students equitably and with respect.
Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society	The teacher **always** provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher **consistently** provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher **generally** provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher **infrequently** provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.

DOMAIN: Professional Knowledge				
COMPETENCIES	**LEVEL OF PERFORMANCE**			
	EXEMPLARY	**GOOD**	**SATISFACTORY**	**UNSATISFACTORY**
Teachers know their subject matter, the Ontario curriculum and education-related legislation	The teacher **always** demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher **consistently** demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher **generally** demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher **infrequently** demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.
Teachers know a variety of effective teaching and assessment practices	The teacher **always** demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher **consistently** demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher **generally** demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher **infrequently** demonstrates knowledge of a variety of effective teaching and assessment practices.
Teachers know a variety of effective classroom management strategies	The teacher **always** demonstrates knowledge of a variety of effective classroom management strategies.	The teacher **consistently** demonstrates knowledge of a variety of effective classroom management strategies.	The teacher **generally** demonstrates knowledge of a variety of effective classroom management strategies.	The teacher **infrequently** demonstrates knowledge of a variety of effective classroom management strategies.
Teachers know how pupils learn and factors that influence pupil learning and achievement	The teacher **always** demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher **consistently** demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher **generally** demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher **infrequently** demonstrates knowledge of how students learn and factors that influence student learning and achievement.

DOMAIN: Teaching Practice				
COMPETENCIES	**LEVEL OF PERFORMANCE**			
	EXEMPLARY	**GOOD**	**SATISFACTORY**	**UNSATISFACTORY**
Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of their pupils	The teacher **always** demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher **consistently** demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher **generally** demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher **infrequently** demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.
Teachers communicate effectively with pupils, parents and colleagues	The teacher is **always** effective in communicating with students, parents and colleagues.	The teacher is **consistently** effective in communicating with students, parents and colleagues.	The teacher is **generally** effective in communicating with students, parents and colleagues.	The teacher is **infrequently** effective in communicating with students, parents and colleagues.
Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly	The teacher **always** conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher **consistently** conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher **generally** conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher **infrequently** conducts ongoing assessment of his or her students' progress, evaluates achievement and reports results to his or her students and parents regularly.
Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources	The teacher **always** adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher **consistently** adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher **generally** adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher **infrequently** adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.
Teachers consistently uses appropriate technology in their teaching practices and related professional responsibilities	The teacher **always** uses appropriate technology in teaching practice and related professional responsibilities.	The teacher **consistently** uses appropriate technology in teaching practice and related professional responsibilities.	The teacher **generally** uses appropriate technology in teaching practice and related professional responsibilities.	The teacher **infrequently** uses appropriate technology in teaching practice and related professional responsibilities.

DOMAIN: Leadership and Community				
COMPETENCIES	**LEVEL OF PERFORMANCE**			
	EXEMPLARY	**GOOD**	**SATISFACTORY**	**UNSATISFACTORY**
Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools	The teacher **always** collaborates with other teachers and school colleagues to create and sustain a learning community in classroom and in the school.	The teacher **consistently** collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.	The teacher **generally** collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.	The teacher **infrequently** collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.
Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs	The teacher **always** works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher **consistently** works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher **generally** works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher **infrequently** works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.

DOMAIN: Ongoing Professional Learning				
COMPETENCIES	**LEVEL OF PERFORMANCE**			
	EXEMPLARY	**GOOD**	**SATISFACTORY**	**UNSATISFACTORY**
Teachers engage in ongoing professional learning and apply it to improve their teaching practices	The teacher **always** engages in ongoing professional learning and applies it to improve teaching practice.	The teacher **consistently** engages in ongoing professional learning and applies it to improve teaching practice.	The teacher **generally** engages in ongoing professional learning and applies it to improve teaching practice.	The teacher **infrequently** engages in ongoing professional learning and applies it to improve teaching practice.

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